



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

***Essential Standards: World History* • Unpacked Content**

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

Historical Understanding

Essential Standard:

WH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Creation, Development

Clarifying Objectives

Unpacking

What does this objective mean a student will understand, know and be able to do?

WH.H.1 .1

Use Chronological Thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

The student will know:

- Chronological thinking is the foundation of historical reasoning—the ability to examine relationships among historical events and to explain historical causality.

The student will be able to:

- Deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories. Thus, students will be able to think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or to work backward from some issue, problem, or event in order to explain its origins or development over time.
- Interpret data presented in time lines in order to identify patterns of *historical succession* (change) and *historical duration* (continuity).
- Create time lines to record events according to the temporal order in which they occurred and to reconstruct patterns of historical succession and duration.

WH.H.1. 2

Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations

The student will know:

- Historical passages are primary sources that provide first-hand testimony or direct evidence concerning a topic under investigation.
- Historical narratives are researched stories or accounts that describe or interpret historical events.
- Comprehending a historical passage requires that it be read to reveal the humanity of the individuals and groups who lived in the past. What, for example, were their

<p>3. Analyze data in historical maps 4. Analyze visual, literary and musical sources</p>	<p>motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses?</p> <ul style="list-style-type: none"> • Comprehending a historical passage or narrative requires the appreciation for and the development of <i>historical perspective</i>—judging the past in consideration of the <i>historical context</i> in which the events unfolded and not solely in terms of personal and/or contemporary norms and values. How then did the social, political, cultural, or economic world of certain individuals and groups possibly influence their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses? <p>The student will be able to:</p> <ul style="list-style-type: none"> • Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed. • Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past. • Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes historical maps. • Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes, but is not limited to, visual, mathematical, and quantitative data presented in a variety of graphic organizers, photographs, political cartoons, paintings, music and architecture.
<p>WH.H.1. 3 Use <u>Historical Analysis and Interpretation</u> to:</p> <ol style="list-style-type: none"> 1. Identify issues and problems in the past 2. Consider multiple perspectives of various peoples in the past 3. Analyze cause-and-effect relationships and 	<p>The student will know:</p> <ul style="list-style-type: none"> • <i>Historical analysis</i> involves more than a single source. Such an analysis would involve a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. • The study of history is subject to an individual's <i>interpretation</i> of past events, issues, and problems. There is usually no one right answer, one essential fact, or

<p>multiple causation.</p> <p>4. Evaluate competing historical narratives and debates among historians.</p> <p>5. Evaluate the influence of the past on contemporary issues</p>	<p>one authoritative interpretation that can be used to explain the past.</p> <ul style="list-style-type: none"> • Historians may differ on the facts they incorporate in the development of their narratives and disagree as well on how those facts are to be interpreted. Thus, written history is a “dialogue” among historians, not only about what happened but about the <i>historical interpretation</i> of <i>why</i> and <i>how</i> events unfolded. • Historical issues are frequently value-laden and subsequently create opportunities to consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past. • The past inevitably has a degree of relevance to one’s own times. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation. Consequently, the student will be able to use criteria to judge the past in consideration of the <i>historical context</i> in which the events unfolded and not solely in terms of personal and/or contemporary norms and values. • Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. • Analyze past events in terms of cause and effect relationships. The student will be able to consider multiple causes of past events by demonstrating the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational. • Use specific criteria to critique competing historical interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence. • Use specific criteria to judge the relevance of the past to contemporary events and their own lives through a variety of classroom settings such as debates, simulations, and seminars.
<p>WH.H.1. 4</p> <p>Use <u>Historical Research</u> to:</p>	<p>The student will know:</p> <ul style="list-style-type: none"> ▪ <i>Historical inquiry</i>, the research or investigation of past events, often begins with a

<ol style="list-style-type: none"> 1. Formulate historical questions 2. Obtain historical data from a variety of sources 3. Support interpretations with historical evidence 4. Construct analytical essays using historical evidence to support arguments. 	<p>historical question. Historical questions typically address “how” and/or “why” past decisions were made, past actions were taken, or past events occurred.</p> <ul style="list-style-type: none"> ▪ <i>Historical inquiry</i>, the research or investigation of past events, requires the acquisition and analysis of historical data and documents beyond the classroom textbook. ▪ <i>Historical inquiry</i>, the research or investigation of past events, will allow them to analyze preexisting interpretations, to raise new questions about an historical event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to investigate an issue that the textbook largely or in part bypassed. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past. • Collect historical data from a variety of sources, to help answer historical questions. These sources include library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators. • Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources. • Create analytical essays that demonstrate historical interpretations, analysis, conclusions, and supporting evidence from a variety of sources.
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History

Essential Standard:

WH.H.2 Analyze ancient civilizations and empires in terms of their development, growth and lasting impact.

Concept(s): Civilizations, Achievement, Growth, Influence, Trade, Innovation, Class

Clarifying Objectives

WH.H.2.1 Compare how different geographic issues of the ancient period influenced settlement, trading networks and the sustainability of various ancient civilizations (e.g., flooding, fertile crescent, confluence, limited fertile lands, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- Topography, climate and natural resources of a region influence the culture, economy and life-style of its inhabitants.
- Location affects a society's economic development.
- Geographic issues can lead to the migration of people and result in the spread and adaptation of ideas, customs and technologies from one group of people to another.
- Human response to the physical environment comes with consequences for both the environment and human interdependence.

Students will know:

- How and why geographic issues such as flooding, natural barriers, drought, famine and limited fertile land influenced the settlement, trade interactions and sustainability of ancient civilizations
- Various settlement patterns that result in the rise of early river valley civilizations.

For example: Knowing how a particular group used available resources in its region to help develop a settlement.

- How and why the physical geography of a region helps shape the development of trade and the flow of migration in early and ancient civilizations

	<ul style="list-style-type: none"> ▪ People controlled the rivers in various manners in an attempt to channel water to the fields and build dikes to hold back flood waters. ▪ People used the rivers to form a communication chain while also using them as trade routes that formed extensive trading networks. ▪ The differences between nomadic and settled peoples. ▪ How and why trade networks expanded as groups crisscrossed the Mediterranean exporting and importing goods. <p>For example: Phoenician and Greek traders traveled back and forth across the Mediterranean trading goods and technology. As a result people migrated throughout the Mediterranean and trade networks connected to each other and stretched deep into northern Europe, Africa, and Asia.</p>
<p>WH.H.2.2 Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies (e.g., theocracy, democracy, oligarchy, tyranny, aristocracy, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ As a society increases in complexity and interacts with other societies, the complexity of government increases. ▪ Distribution of power in government is often the result of how it is organized combined with contemporary values and beliefs. ▪ Culture and society shape and change how a government is organized and carries out responsibilities. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The role that religion played in unifying and centrally governing expanding territories with diverse populations. ▪ How ancient civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and by promoting commerce and a common culture. <p>For example: Greece, Rome, India and China</p>

	<ul style="list-style-type: none"> ▪ Various types of governments that existed within ancient civilizations ▪ The structure of government in major ancient civilizations around the globe ▪ How and why the function of government in major ancient civilizations around the globe differed depending on the type of government system that was in place.
WH.H.2.3 Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Written codes of law establish legal rules and regulations that govern a society as well as informs those in the society of acceptable and unacceptable behavior. ▪ Unifying laws into a written “code” can be a unifying factor for a society while reflecting also duties and obligations of those in the society. ▪ Both effective distribution of power in government and order within a society can result from the creation of a written code of laws. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The meaning of codify and what it means when used in context with laws or legal systems <p>For example: -To organize into a code or system, such as body of law; “Hammurabi codified the laws”</p> <ul style="list-style-type: none"> ▪ How written law such as Hammurabi and Justinian Law Codes reinforced the belief that government had a responsibility for what behaviors were acceptable in a society and the consequences of unacceptable behaviors ▪ How and why codifying laws centralized power for ancient rulers ▪ How and why Draco’s laws lead to the development of democracy in Ancient Greece

WH.H.2.4 Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, Imperial states in Africa, etc.).

Students will understand:

- As cultural exchange and diffusion dramatically increases religions, achievements and traditions emerge that endure and come to represent cultural legacies.
- Conquest and invasion affect the spread of culture and ideas as well as the status of economic and political power.
- The achievements of a society often contribute to its economic and political expansion as well as its cultural influence on those outside the society.

For example: The “silk roads” connecting the Chinese and Romans empires I trade and how these “roads” impact both societies and the people of Central Asia through which they passed.

Students will know:

- Ancient and classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

For examples: Manchu Pichu; the Pyramids of Egypt; Greek and Roman art, literature, architecture and systems of government; Chinese Silk Road, paper money; Indian decimal system; Africa’s system of irrigation and mathematics; etc.

- That the ways in which ancient empires expanded and controlled their lands and the people within those lands helped spread their political, military, economic, and cultural influence across continents and established legacies that were long lasting.

For examples: A firm lasting unification in China, expansion of Islam, etc.

<p>WH.H.2.5 Analyze the development and growth of major Eastern and Western religions (e.g., Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Connections between and among empires may not only lead to geopolitical expansion or decline but also to the rise and spread of religious practices. ▪ Toleration of religious practices and beliefs often encourages the growth of religion within an empire and may help guarantee its success or lead to conflict and eventual decline. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Differences between monotheistic and polytheistic belief systems and how they impact the political, economic and cultural development and/or expansion of major empires. ▪ The meaning of the term medieval. ▪ How and why the introduction of various religions impacted the values and beliefs of both Eastern and Western civilizations. <p>For example:</p> <ul style="list-style-type: none"> • The wide spread of Christianity in the Roman empire. • The casual connections between the breakup of the unified. Roman and Han empires and the spread of Christianity and Buddhism • Major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism • Christianity and Buddhism winning converts among culturally diverse peoples across wide area of Afro-Eurasia • Islam winning converts among culturally diverse peoples across wide area of Afro-Eurasia • The emergence of a center of Islamic civilization in Iberia and its economic and cultural influence <ul style="list-style-type: none"> ▪ Contributing factors that led to the expansion of religious influences and
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	<p>practices in and across Europe, Asia and Africa.</p> <ul style="list-style-type: none"> ▪ The similarities between the tenets of various world religions that developed in the medieval period (e.g., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism) and their patterns of expansion. ▪ Why the location, economic and religious importance of Constantinople was a source of conflict between civilizations but also enabled the spread of Christianity. ▪ The extent to which the Byzantine Empire influenced the Islamic world and Western Europe.
WH.H.2.6 Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts.	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Interaction among and between nations increase economic, technological and cultural achievements. ▪ Movement and interaction of people and ideas affects all societies involved. ▪ Increased contact between varying religious thoughts allows for a greater exchange of ideas. ▪ Advances in technology prompts increased trade and opportunities for wealth. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ How and why the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. ▪ How and why Islamic cultural achievements influenced European technological advances. ▪ Why the discovery of the many new goods, people and information that was carried back to Europe was due to advances in navigational technology and increased trade and was a contributing factor that would later lead to the Renaissance. ▪ The extent to which the Byzantine Empire influenced the Islamic world and

	Western Europe.
WH.H.2.7 Analyze the relationship between trade routes and the development and decline of major empires (e.g. Ghana, Mali, Songhai, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Territorial conflicts lead to the rise and fall of empires. ▪ The movement of people, goods and ideas bring about the rise and spread of new belief systems that may unify societies --but they may also facilitate major sources of tension and conflict. ▪ Commercial and agricultural improvements create new wealth and opportunities for empires. ▪ Trade routes increase cultural diffusion politically, socially, and economically. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ How and why the emergence of empires in Asia, Africa, Europe and the Americas resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. ▪ How and why ancient trade routes in West Africa allowed for the development of major empires. ▪ How maritime and overland trade routes such as the African caravan and Silk Road impacted urbanization, transportation, communication, and the development of international trade centers. ▪ Why increased trade affected the balance of power of major empires. <p>For example:</p> <ul style="list-style-type: none"> • The accumulation of power by the Romans • The prominence of Timbuktu in Africa <ul style="list-style-type: none"> ▪ How and why ancient trade routes increased the power and influence among African trading states.

WH.H.2.8 Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.

Students will understand:

- Religion and economics shapes an empire's social hierarchy and as a result the lives of various groups of people.
- Slavery changes as contact among cultures increases and societies become more sophisticated.
- The hierarchal structure of society influences the development of civilizations.
- Social class and caste systems compartmentalize and limit diversity within society.

Students will know:

- The caste system limited the social mobility within India.
- How ancient and classical societies address social imbalances and inequalities.

History

Essential Standard:

WH.H.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations.

Concept(s): Power, Authority, Government, Innovation, Conflict

Clarifying Objectives

WH.H.3.1 Explain how religion influenced political power and cultural unity in various regions of the Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- Religious beliefs and practices allow for the development of cultural institutions that often unite people and groups.
- Religious decisions and actions may result in both intended and unintended consequences that can impact a group or nation's power in a region.
- Religion can be a unifying force both politically and culturally.
- Absolute power can evolve when leaders have complete authority in religious and political matters.

Students will know:

- The meaning of the term Medieval.
- The characteristics of the Early Middle Ages, Middle Ages, and High Middle Ages.
- The political significance of Europe being largely cut off from advanced civilizations in the Middle East, China and India.
- How and why a new European civilization emerged that blended Greco-Roman, Germanic and Christian traditions.
- The reasons why Holy Roman emperors failed to build a unified state in Germany.
- The reasons for the emergence of "feudalism" and the development of the manor economy and political system.
- Christianity was a unifying force culturally, politically and militarily in the European empires.
- That medieval popes enjoyed powerful positions of absolute authority during the

	<p>middle ages.</p> <ul style="list-style-type: none"> ▪ How the role of religion was used to unify and centrally govern expanding territories with diverse populations of Europe. ▪ The causes and outcomes of the Crusades. ▪ Religion played an integral role in the expansion of empires. ▪ The powers the church had at its height.
<p>WH.H.3.2 Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years' War, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ When there is conflict between or within societies, change is a result. ▪ Religion influences political and social changes as a result of conflict among different belief systems. ▪ Struggles over power and authority within regions can lead to the development of nation-states. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Conflict between differing religious ideals led to changes economically, politically, and socially within Europe. ▪ Monarchs struggled to exert royal authority over nobles and churchmen. ▪ Conflict within the Catholic church led to changes in the political design of European nations. ▪ Religious authority between popes and rulers caused conflict especially in regard to values and beliefs. ▪ How the role of religion was used to unify and centrally govern expanding territories with diverse populations of Europe. ▪ Struggles for limiting the power of kings leads to political changes in government (e.g., Magna Carta). ▪ The importance of the Magna Carta as it relates to the development of democracy in England. ▪ The importance of the rise of nation-states of Europe.
<p>WH.H.3.3 Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g.,</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Innovation and technology leads to economic, cultural and social change. ▪ Technological innovation and expanding economic activity and markets can lead

<p>Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system, manorial system, growth of towns, etc.).</p>	<p>to population shifts, urbanization, and the development of complex economic systems.</p> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The connection between peasants adapting new farming technologies that made their fields more productive and the agricultural revolution. ▪ How and why the fact that Europe's growing population created a need for goods not available on the manor led to the revival of trade across Europe. ▪ How and why new business practices such as banking houses, partnerships and bill of exchange transformed medieval economies in the commercial revolution. ▪ The evolution of medieval towns and cities due to rapid growth. ▪ Increased trade and the growth of towns create the need for a banking system. ▪ That the decline of feudalism occurs due to the Agricultural Revolution and Commercial Revolution. ▪ How the feudal and manorial systems provided a foundation for political, economic and social relations in Europe. ▪ The importance of the rise of the middle-class in Europe. ▪ Why the introduction of a new class (the bourgeoisie) had no place within the medieval system of lord, church and peasant. Also, know that this bourgeoisie class included master artisans and merchants.
<p>WH.H.3.4 Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas (e.g., Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Improvements in agriculture can lead to political, economic and social changes that may have a lasting impact on the environment. ▪ Agricultural advances promote growth in populations, urbanization and industrialization which can impact the physical environment. ▪ Population increase can create the need for changes in the physical environment which in turn may cause political conflict. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The use of slash and burn agriculture will cause the growth of deserts in Africa. ▪ The use of step terraces on hillsides enabled Incas to increase the amount of farmland they had available.

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| | <ul style="list-style-type: none"> ▪ The chinampas used among the Aztecs created farmland. ▪ The reasons why feudal lords wanted more land. ▪ The types of things that feudal lords did to the environment in order to boost their incomes. <p>For example: Feudal lords made peasants to clear forests, drain swamps, and reclaim wasteland for farming and grazing.</p> <ul style="list-style-type: none"> ▪ The impact of different farming techniques on the physical environment. ▪ An increasing population creates the need for more farmland which in turn causes political conflict. ▪ The shift from a two field to a three field system leads to the Agricultural Revolution. ▪ The enclosure movement in Europe forces people off of their land and in turn creates a population shift, conflict among people, and permanent changes to the physical environment. ▪ Population growth creates a need for more farmland and colonization. |
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History

Essential Standard:

WH.H.4 Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction.

Concept(s): Reform, Exploration, Improvement

Clarifying Objectives

WH.H.4.1 Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, Printing revolution, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- An increase in the quest for knowledge can lead to global interactions.
- Intellectual and religious movements can transform societies and influence relationships among nations.

Students will know:

- How and why innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
- How and why increased availability of print material increased literacy and resulted in the spread of ideas that both supported and challenged authority.
- The factors that led to the Renaissance and the impact it had on the arts.
- The factors that led to the Reformation and the impact it had on European politics.
- The reasons why classical knowledge becomes the foundation for cultural growth.
- That the geographic location of Italian city-states played a significant role in the fact that Italy was the center of the Renaissance.
- How and why the Reformation led to religious reforms.
- That the printing revolution is a catalyst for the Reformation.
- How the Protestant Reformation affected the development of Northern and Southern European society.

WH.H.4.2 Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires (e.g., Reformation, absolutism, limited monarchy, empires, etc.).

Students will understand:

- The search for national identity can lead to the development of nation-states.
- An increase in political conflict can lead to changes in government.
- Discontent with economic, political, and social conditions can be the impetus for change which can result in revolution or reform that may alter physical boundaries and government systems.

Students will know:

- That with the Rise of national monarchies two themes dominate the political life of the High Middle Ages: 1) the successful development of national monarchies in England and France, with medieval England laying the foundations for a parliamentary monarchy and France establishing the basis for absolutism; 2) the failure to develop national monarchies in Germany and Italy.
- The ways in which both the Protestant and Catholic reformations brought sweeping changes to Europe.
- Why the idea of a nation-state is associated with the rise of the modern system of states (i.e., Westphalian system in reference to the Treaty of Westphalia).
- The reasons for and the consequences of the rise of powerful, centralized nation-states in Europe (e.g., the French absolute monarchy and the English limited monarchy).
- Why the Glorious Revolution and the creation of the English Bill of Rights were important contributors to eventual limits on British monarchy.
- How and why the English Civil War led to the downfall of absolutism in England.
- Characteristics that show how Louis XIV personified the ideals of absolutism.
- The significance of absolute monarchs (e.g., Peter the Great, Catherine the Great, Louis XIV, etc.).
- The significance of the division of European regions into those that remained Catholic and those that became Protestant.

<p>WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Economies progress with improvements in agriculture and technology. ▪ A consequence of technological innovation is expanding economic activity and new markets which can result in massive population increases, urbanization, and the development of new economic systems. ▪ Agricultural advances promote growth in populations, urbanization and industrialization. ▪ The quality of life may be changed as a result of a shift in economic stability. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ That there are significant relationships between the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding that encourage growth of towns, creation of guilds and unions and changes in the feudal and manorial systems. ▪ Better diets increased the average life span of people as a result of agricultural advancements. ▪ Technological improvements made agricultural advancements possible. ▪ How and why the impact of the printing press and other technologies helped to disseminate beliefs and ideas as well as improve communication. ▪ How and why scientific and technological changes, transportation and new forms of energy brought about social, economic and cultural changes across Europe.
<p>WH.H.4.4 Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa (e.g., exploration, mercantilism, inflation, rise of capitalism, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ The desire for resources and markets can be catalysts for exploration and may lead to increased global interaction, economic competition and additional colonial possessions. ▪ Movement and interaction of people and ideas affects all societies involved. ▪ Global travel leads to exchanges of goods and ideas and are contributing factors to mercantilism and capitalism. ▪ The desire for wealth leads to global exploration. ▪ Global interactions may have unintended consequences that can lead to

disastrous results on groups and societies.

Students will know:

- Mercantilism prompted the colonization of the Americas.
- Trade competition among European nations fueled economic growth.
- Exploration fueled the global economy and led to global interaction.
- How and why the desire to spread Christianity, acquire economic wealth and achieve social or political notoriety were reasons individuals, groups and governments participated in or financed exploration of the western hemisphere and the far east.
- How and why powerful nations benefited from the acquisition of colonial possessions.
- How and why the desire for a trade route that bypassed the Mediterranean, providing direct access to Asia influenced European exploration.
- How and why the desire to crusade against the Muslims was a reason for European exploration.
- How and why the Crusades became one of the many reasons for European exploration.
- The major economic, political and cultural features of European society that stimulated exploration and conquest in the Asia, the Americas and Africa.
- Factors influencing the founding of the Mongol Empire by Genghis Khan.
- Epidemics or outbreak of disease spread disastrous economic, political and social consequences across the places and regions impacted.

For example: The “Black Death” and how and why it spread both death and social unrest throughout Western Europe.

History

Essential Standard:

WH.H.5 Analyze exploration and expansion in terms of its motivations and impact.

Concept(s): Exploration, Expansion, Colonization

Clarifying Objectives

WH.H.5.1 Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- The methods of and motivations for exploration and conquest can result in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- The desire for resources and markets can be catalysts for exploration and may lead to increased global interaction, economic competition and additional colonial possessions.
- Movement and interaction of people and ideas affects all societies involved.
- Imperialism and colonization prompts political, military and economic conflict among and between people and groups while initiating global interactions that can result in the development of new systems.
- The desire for economic advantage and the migration of people causes drastic changes in how, why and where people settle.

Students will know:

- How and why the recovery of the late Middle Ages set the stage for changes during the Age of Discovery.
- The major technological innovations that were made by the Portuguese and Spanish in shipbuilding, navigation and naval warfare and that those innovations had a direct affect on the confidence explorers had in expanding their travel beyond traditional routes.
- The economic and geopolitical causes that lead groups and nations to seek expansion

	<ul style="list-style-type: none"> ▪ That the voyages for exploration marked the beginning of European domination of the globe and these voyages helped Europe emerged as a powerful new force in the world in the 16th and 17th centuries. ▪ Factors such as the Scientific Revolution, the search for a sea route to Asia, the arrival of Columbus and other Europeans to the Americas helped create the Columbian Exchange. ▪ The migration of Europeans to the Americas and the exchange of ideas and culture between the Europeans and the Native Americans as well as the death of millions of Native Americans and the trans-Atlantic slave trade are effects of the Columbian Exchange. ▪ How and why colonization prompted conflict between Europeans and Native Americans. ▪ How and why the movement of people (ingenious Americans, European, African) into, from and within the Americas and Africa resulted in conflict between the New World and European nations. ▪ The African slave trade and resulting migration caused a shift in societal settlement patterns in Africa, European societies and the Americas.
<p>WH.H.5.2 Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Explorers, reflecting different cultures and religions often seek to imprint their identities on settlements. ▪ The conquest of nations or regions often creates a shift in the balance of economic and political power. ▪ Changes in society are catalysts for new opportunities in exploration and invention; likewise, exploration and invention stimulate change in society. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The major technological innovations that were made by the Portuguese and Spanish in shipbuilding, navigation and naval warfare and that those innovations had a direct affect on the confidence explorers had in expanding their travel beyond traditional routes.

	<ul style="list-style-type: none"> ▪ That various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest. ▪ The various economic and geopolitical causes that lead groups and nations to seek expansion ▪ How and why colonization occurred and impacted both European and American civilizations. ▪ The balance of power within Africa changes due to European exploration. ▪ That the voyages for exploration marked the beginning of European domination of the globe and these voyages helped Europe emerged as a powerful new force in the world in the 16th and 17th centuries. ▪ Factors such as the Scientific Revolution, the search for a sea route to Asia, the arrival of Columbus and other Europeans to the Americas helped lead to the Columbian Exchange. ▪ The migration of Europeans to the Americas led to an exchange of ideas, culture, foods and languages between the Europeans and the Native Americans as well as the death of millions of Native Americans and Africans as a result of the trans-Atlantic slave trade and the Columbian Exchange.
<p>WH.H.5.3 Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Colonization is inspired by the desire to have access to resources and markets often at the expense of indigenous cultures, populations, and the environment. ▪ The need for resources and markets promotes expansion and contributes to social chaos and some degree of economic and political conflict. ▪ A nation’s acquisition of new colonies increases its wealth by guaranteeing control of resources for trade, raw materials for developing industry and markets for their manufactured products. ▪ The impacts of colonialism are often overwhelmingly negative and infrastructure is generally provided to enable the colonial power to be able to exploit the natural resources and workforce of the colony.

	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ How and why the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for centuries of conflict. ▪ That the founding of the British colonies in North America occurred within a wide context of events: the decline of American Indian populations, the rise of the Spanish empire, the African slave trade, and the trans-Atlantic trade and migration of Europeans. ▪ The Commercial Revolution was a result of the need for new resources and economic markets. ▪ The various motivations for the Atlantic slave trade and the impact it had on Europeans, Africans, and Americans. ▪ Spanish colonization and the need for new markets created political, economic, and social change in the Americas. ▪ The decline in the population of Native Americans as a result of disease spread through the Columbian Exchange. ▪ Cultural changes occurred as a result of the Spanish conquest of the Americas. ▪ Negative effects of colonialism are that a nation takes land belonging to natives without any consent and generally mistreats the natives afterwards.
<p>WH.H.5.4 Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchical funding, corporations, creation of capital markets, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Exploration occurs because of the desire for wealth which motivates people and nations to take financial risks in exploring unknown territory. ▪ Economic revolutions instigate global trade, promote new business methods and increase competition for profits. ▪ Mercantilism stimulates expansion through trade, conquest and colonization. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The economic system of mercantilism and how it affected decisions involving exploration and expansion.

	<ul style="list-style-type: none"> ▪ How and why the role of mercantilism in stimulating European expansion through trade, conquest and colonization. • How economic systems changed as a result of exploration. ▪ New business and investment methods (e.g., joint-stock companies) developed in the medieval times that allowed people to pool large amounts of capital needed for overseas ventures. ▪ The Commercial Revolution was a period of European economic expansion, colonialism and mercantilism which lasted from approximately the 16th century until the early 18th century. ▪ Expanded international trade and the push for overseas empires helped the growth of European capitalism.
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History

Essential Standard:

WH.H.6 Understand the Age of Revolutions and Rebellions.

Concept(s): Revolution, Conflict, Industrialism, Power, Change

Clarifying Objectives

WH.H.6.1 Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- New ideas, theories and political thought help engineer foundations for changes in government, economies and societies.
- Discontent with prevailing economic, political, and social conditions is often the impetus for change which can result in revolution or reform.

Students will know:

- How and why the recovery of the late Middle Ages set the stage for changes during the Renaissance and Reformation.
- Meanings of key terminology as it relates to the Age of Revolutions (e.g., rationalism, reason, humanism, empiricism, heliocentric, geocentric).
- The impact of humanism on the growth of the Renaissance and the spread of new ideas.
- Enlightenment theories initiated the questioning of current government practices and prompted the desire for self-rule.
- How and why various ideals became driving forces for reforms and revolutions (e.g., liberty, popular sovereignty, natural rights, democracy and nationalism).
- That new intellectual, philosophical, and scientific ideas caused people to reevaluate how they viewed themselves and how they viewed their physical and spiritual worlds.
- The Inquisition was a direct result of the spread of ideas of the Enlightenment that were in conflict with the doctrines of the Roman Catholic Church.
- How economic conditions were impacted by Enlightenment thinkers.
- How and why the printing press and other technologies were a catalyst to better

	communication and more rapid dissemination of ideas across Europe.
WH.H.6.2 Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ When there is conflict between or within societies, change is a result. ▪ Conflict occurs when government and colonial leaders are not able to compromise on important issues. ▪ Changes in leadership due to revolution can lead to the establishment of new types of government. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ How changes in political thought resulted in revolution around the globe. ▪ The American Revolution was a catalyst for revolutions around the globe. ▪ The need for independence created revolutions in the Americas. ▪ New ideas developed during the Enlightenment became the motivation behind the American & French Revolutions. ▪ The Russian and Chinese Revolutions were a result of weak leadership, global conflict and revolutionary ideas. ▪ Ways in which the American, French, and Haitian revolutions influenced independence movements in Latin America. ▪ That the Haitian and Mexican Revolutions occurred because of a quest for independence.
WH.H.6.3 Explain how physical geography and natural resources influenced industrialism and changes in the environment (e.g., agricultural revolutions, technological innovations in farming, land use, deforestation, industrial towns, pollution, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ New innovations in technology lead to the increased need for access to available resources. ▪ Physical geography and environment determine the type of industrialization which occurs in various regions. ▪ Environmental changes are a result of human need to adapt the physical surroundings for economic and sociological benefit. ▪ Urbanization is a result of industrialization. <p>Students will know:</p>

	<ul style="list-style-type: none"> ▪ The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets. ▪ Why population shifts, urbanization and the development of complex economic systems were a result of industrialization. ▪ The role that geography (place, location, region, human interaction, movement) played in the development and spread of industrialism. ▪ That European industrialism begins because of the availability of natural resources. <p>For example: Industrialization began in England because of the surplus of resources such as the use of water to power mills.</p> <ul style="list-style-type: none"> ▪ That mining for natural resources was influenced by geographic factors spurred by technological innovation and help facilitate not only industrialism but employment and urbanization.
<p>WH.H.6.4 Analyze the effects of industrialism and urbanization on social and economic reform (e.g., Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Advances in technology lead to the development of new products and materials which can strengthen the economic infrastructure of a society. ▪ Innovation and industrialism create new wealth and opportunities. ▪ Industrialism and urbanization can substantially affect the economies. ▪ Industrialism may lead to efficiency, specialization and mass production. ▪ Industrialism brings about new migration patterns which help facilitate urbanization which can be caused by changes in population and the environment. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Rapid growth of factories and cities were an effect of industrialism. ▪ A migration of people to the cities occurred as a result of the Industrial Revolution. ▪ The Industrial Revolution created material benefits as well as social problems (e.g., the “new” middle class, labor unions). ▪ The Industrial Revolution fostered new ideas about business and economics

	(Laissez-faire economics, emergence of socialism, Marxism).
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| | <ul style="list-style-type: none">▪ Labor organizations were created due to the working conditions spurred by rapid industrialism.▪ How and why European nations set out to acquire resources and markets.▪ How and why the economic troubles of France led to the French Revolution. |
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History

Essential Standard:

WH.H.7 Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.

Concept(s): Turning Point, Competition, Nationalism, Imperialism, Conflict, War, Power, Change

Clarifying Objectives

Unpacking

What does this objective mean a student will understand, know and be able to do?

WH.H.7.1 Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.).

Students will understand:

- When there is conflict between or within societies, change is a result.
- Key events in history can signal turning points that drastically alter the social, economic and political directions of a society.
- Effective leadership is necessary to accomplish the goals of a society, nation or group.

Students will know:

- The meaning of “turning point” and “watershed”.
- How geography impacted major turning points during major wars during the modern era.
- How and why major political, military and economic campaigns or decisions have forever changed the course of history.
- The role leadership has played in key events throughout history.

WH.H.7.2 Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German Empire, “Have and Have Nots” of Europe, industrial

Students will understand:

- Forces of imperialism, nationalism, militarism and geo-political alliances, taken to the extreme, can lead to international conflicts.
- Nationalism, imperialism, industrialization, and militarism contribute to an increase in economic and military competition among nations and lead to war.
- The idea of nationalism can lead to global conflicts.
- Competition among nations as a result of industrialization creates conflicts that

<p>America, etc.).</p>	<p>lead to war.</p> <ul style="list-style-type: none"> ▪ The desire for power and land are manifested by imperialism and militarism. ▪ The need for resources because of industrialization causes increased tensions between nations. ▪ Economic competition intensifies tension between nations. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Nationalism becomes a focal point for unity in Italy and Germany. ▪ Imperialism brings European nations into conflict as they compete for limited resources such as land. ▪ How the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East. ▪ Why pressures of extreme nationalism and economic upheaval set Japan on a militaristic and expansionist path in the early twentieth century. ▪ How and why Bismarck was successful with German unity when others had failed. ▪ How Hapsburg rulers dealt with ethnic diversity within their empire. ▪ How and why war with Japan contributed to the Revolution of 1905 in Russia.
<p>WH.H.7.3 Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ When there is conflict between or within societies, change is a result. ▪ Conflict occurs when compromise over land, national identity and colonial possessions is no longer an option between those in authority and those they serve. ▪ Nationalism and the quest for power and colonies are often underlying causes for war. ▪ Imperialism and changes that challenge national identity increase rivalry within nations and lead to civil war or rebellion. ▪ Failure to compromise can intensify conflict and lead to war. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Underlying and immediate causes of World War I and World War II.

	<p>For example: (MAIN-Militarism, Alliance system, Imperialism, and Nationalism).</p> <ul style="list-style-type: none"> ▪ How and why the increased feelings of nationalism combined with the assassination of the heir to the Austria-Hungarian throne, Archduke Franz Ferdinand, sparked World War I. ▪ Debt from World War I became a motivating factor for Germany's increased nationalism. ▪ How the writings of Karl Marx influenced the Russian Revolution and created the Soviet Union. ▪ Why the Second World War developed from the inadequate peace following the First World War. ▪ Why the failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. ▪ How Allied countries responded to the expansionist actions of Germany and Italy.
WH.H.7.4 Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements (e.g., India, Africa, Southeast Asia).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Conflict occurs when compromise over land, national identity and colonial possessions is no longer an option between those in authority and those they serve. ▪ Expansion of ideas associated with national identity created conflict under colonial rule and lead to changes in leadership. ▪ Failure to compromise intensified by social and economic conditions help lead to independence movements. ▪ Nations use economic power to destroy weaker nations and groups within a society. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Why the methods used by Mao Zedong and Chiang Kai-Shek influenced the desire for Chinese independence. ▪ How the use of passive resistance by Mahatma Gandhi helped lead to an end of

	<p>British rule in India.</p> <ul style="list-style-type: none"> ▪ World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. ▪ How economic power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.
WH.H.7.5 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Individual choices among people create economic systems in nations that enable capitalism to flourish. ▪ Competition for resources and trade allow for the dominance of capitalism in government systems. ▪ Economic patterns help capitalism expand and dominate. ▪ Imperialism encourages economic dependence. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The Marshall Plan, Truman Doctrine, and Eisenhower Doctrines were used to solidify the economies of new democratic nations.
WH.H.7.6 Explain how economic crisis contributed to the growth of various political and economic movements (e.g., Great Depression, nationalistic movements of colonial Africa and Asia, socialist and communist movements, effect on capitalist economic theory, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Economic depression in one country can substantially affect the economies of other nations. ▪ In an attempt to avoid the chaos of an economic crisis, political and economic changes are initiated. ▪ Unequal distribution of wealth may lead to economic crisis and the implementation of economic and political reform. ▪ Changes in leadership prompted by the political action of citizens can be a direct result of economic problems. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The factors that contributed to the Great Depression. <p>For example: One of the contributing factors of the Great Depression was the unequal distribution of wealth.</p>

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| | <ul style="list-style-type: none">▪ How and why the methods used by Mao Zedong and Chiang Kai-Shek were prompted by the economic crisis within China.▪ That both the Korean and Vietnam conflicts began because of the desire to bring equality among social classes. |
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History

Essential Standard:

WH.H.8 Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.

Concept(s): Politics, War, Power, Influence, Interdependence, Change, Innovation

Clarifying Objectives

WH.H.8.1 Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- The collapse of a government or nation causes changes in the balance of power within a region and between nations.
- Changes in political and economic power can be a direct result of global conflict.
- Global economic interdependence is an effect of changing political power structures.
- Political instability and chaos serve as catalysts for changes to the balance of power and can led to war.

Students will know:

- How and why the rise of totalitarian governments contributed to World War II.
- Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.
- The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.
- World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.
- The intended and unintended consequences of new national boundaries

	<p>established by the treaties that ended World War II.</p> <ul style="list-style-type: none"> ▪ World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. ▪ The causes and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. ▪ How and why American isolationism contributed to both World War I and II. ▪ How and why the United States emerges as a world power after the Spanish-American War. ▪ The reasons that political instability within Vietnam caused political and military changes as well as chaos globally.
<p>WH.H.8.2 Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “911”, terrorism, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ International conflicts challenge political power structures and gave rise to new balances of power throughout the world. For examples: Partitioning of India, Berlin Blockade, Hungarian Revolt, Cuban Missile Crisis, Iranian Revolt, etc. ▪ When there is conflict between or within societies, change is a result. ▪ International relationships change in response to global and regional issues and events. ▪ The inability to compromise and the lack of cooperation can lead to increased tension and crisis. ▪ The continued threat of terrorist acts upon a nation leads to changes in a nation’s political and foreign policy decisions. ▪ A change in the balance of power can serve as a means to increase political leverage among nations. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The reasons for and impact of various foreign policies of the U.S. as well as those of other nations. <p>For examples: Containment, Eisenhower’s policy of Brinkmanship, Kennedy’s</p>

Flexible Response, Khrushchev's Peaceful Coexistence, the Brezhnev Doctrine, Glasnost, Perestroika, etc.

- How and why post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir contributed to ongoing religious and regional divisions.
- Cold War conflicts in Eastern Europe and Asia led to increased tensions and prompted the US policy of containment.
- Reason why the Cuban Missile Crisis was a result of the hesitation of the Soviet Union and the United States to compromise on the positioning of weapons.
- That the Iranian Revolution was one of the first acts of international terrorism against the US and the reasons behind the capture of the 52 American hostages.
- The basic tenants of major foreign policy programs of the U.S. and other superpower nations during the Cold War.

For example: The Brezhnev Doctrine derived from the basic tenant that *"When forces that are hostile to socialism try to turn the development of some socialist country towards capitalism, it becomes not only a problem of the country concerned, but a common problem and concern of all socialist countries."* This doctrine was announced to retroactively justify the Soviet invasion of Czechoslovakia in August 1968 along with earlier Soviet military interventions, such as the invasion of Hungary in 1956. These interventions were meant to put an end to democratic liberalization efforts and uprisings that had the potential to compromise Soviet influence inside the Eastern bloc, which was considered by the Soviets to be an essential defensive and strategic buffer in case hostilities with NATO were to break out.

- "9-11" prompted political changes that were designed to give government extended powers into the private lives of US citizens in an attempt to protect US borders from terrorist attacks.
- Post "9-11" issues that have changed the way nations interact.

<p>WH.H.8.3 Analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., post WWII, Post Cold War, 1990s Globalization, New World Order, Global Achievements and Innovations).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Manmade or symbolic barriers between nations can serve to exclude or protect but may also represent reminders of political differences. ▪ Issues attributed to globalization have changed how nations interact politically and economically. ▪ The struggle for power causes conflict between superpowers can divide the world politically. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ World War and the Cold War challenged economic and political power structures and gave rise to a new balance of power in the world. ▪ Winston Churchill’s Iron Curtain speech defined the division between the communist and non-Communist countries. ▪ The political purpose for the Berlin Wall being erected as a physical barrier of division between communist and non-Communist countries in Europe. ▪ How the building and destruction of the Berlin Wall served as a symbol of the division of political ideology between communist and non-communist countries. ▪ That post-World War II global interactions increased cooperation between nations that had once been adversaries.
<p>WH.H.8.4 Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Advances in technology lead to the development of new products and materials which can strengthen the economic infrastructure of a society. ▪ New technologies and scientific breakthroughs can improve the quality of life—but may also present ethical dilemmas. ▪ Scientific and technological innovation transforms global economies, societies and military systems. ▪ Technological power and bureaucracies has been used by nations to deliberately and systematically destroy economies of other nations as well as ethnic/racial, political, and cultural groups and their quality of life. ▪ Global trade may become unbalanced as some countries become more technologically advanced than others. ▪ Social networking allows for faster, immediate communication and greater

	<p>interconnectivity among people globally.</p> <ul style="list-style-type: none"> ▪ Nations support free trade or trade barriers at different times for different reasons. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ How and why scientific and technological improvements in the second half of the 20th century have resulted in an increasingly global economy and societies that face challenges of limited natural resources. ▪ How medical discoveries such as the polio vaccine and antiretroviral (ARV) therapy for HIV/AIDS patients have increased the life span of people. ▪ How and why Sputnik initiated the race to explore outer space. ▪ The significance of the shift in education among developed nations to focus on an emphasis to teach science, math, and foreign language education after the 1957 launch of Sputnik. ▪ How and why the internet has allowed for the exchange of ideas to take place at such a rapid pace. ▪ Both positive and negative global effects of the information highway and 21st century technologies. <p>For example: The Three Gorges Dam (The TVA on the Yangtze River)</p>
<p>WH.H.8.5 Explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, Ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Increased industrialization poses threats to the environment. ▪ Population growth, urbanization and industrialization promote environmental change. ▪ Competition for resources and land can lead to conflict and movement of peoples which can alter the physical environment. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ How and why increased population has a negative impact on the environment (pollution, deforestation, and fuel emissions). <p>For example: The fact that historically a large portion of deforestation in Brazil</p>

	<p>can be attributed to land clearing for pastureland by commercial and speculative interests, misguided government policies, inappropriate World Bank projects, and commercial exploitation of forest resources.</p> <p>For example: The World Bank reported in 2002 that pollution causes 2.42 billion dollars worth of damage to the Egyptian environment annually - equaling about 5 percent of the country's annual gross domestic product.</p> <p>For example: The tailpipe emissions from cars and trucks account for almost a third of the air pollution in the United States.</p>
<p>WH.H.8.6 Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Decolonization, the emergence of new independent nations, and competing ideologies changes the political landscape and national identities of those involved, and sometimes include military confrontations and violations of human rights. ▪ Human rights are affected by systems of government. ▪ Social change begins with an individual or small group. ▪ Human rights are impacted by the perception of the majority. ▪ Political, economic and social systems can create inequities. ▪ The influence of the media makes it difficult to hide issues of human rights violations. <p>For example: Apartheid and Tiananmen Square</p> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The definition and For examples of Human Rights ▪ The similarities of the U.N. Declaration of Human Rights to the Magna Carta ▪ That although a declaration is not a legally binding document, the U.N. Declaration of Human Rights has achieved the status of customary international law because people regard it "as a common standard of achievement for all people and all nations." ▪ The intent of the creation of the United Nations

	<ul style="list-style-type: none"> ▪ That the end of the Cold War along with the ability to openly exchange ideas led to the quest for human rights ▪ Glasnost and Perestroika created a climate that helped led to the collapse of the Soviet Union.
<p>WH.H.8.7 Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Struggle for power and political leverage are often the basis of terrorism. ▪ Terrorist acts gain global attention and prompt changes in politics, economies and geographic boundaries. ▪ Acts of terrorism can occur as a result of political and economic factors such as nationalism, religion, economic disadvantage or globalization. ▪ Radical movements that espouse violence can arise from broad political conflicts centered on the demands of disadvantaged groups. ▪ Terrorism can be a reaction to alien cultural values and influences. ▪ Government is responsible for trying to prevent terrorist attack as well as relieving the hardships caused by terrorism. <p>For example: The Indonesian government's pressure to relieve the economic hardships faced by the people in Bali after the 2002 attack and the tightening of airport security in order to prevent terrorism.</p> <ul style="list-style-type: none"> ▪ Government measures to secure a nation and prevent terrorism may infringe on individual freedom and personal privacy. ▪ The desire for change in existing political order or geopolitical boundaries can lead to terrorist acts and altar societies. <p>For example: The creation of a new state from an existing state or replacement of the existing state with another form (PLO and Islamic Jihad in Israel, the Chechnyans in Russia, the IRA in the UK, who want to change the existing political order and replace it with their own.)</p> <p>For example: The jihadi's in Saudi Arabia wanting the existing Al-Saud dynasty to be replaced and to remove the US support to the Al-Saud regime, the</p>

FARC in Columbia, the Muslim Brotherhood in Egypt.

- Terrorist acts can have a significant impact on a nation's tourist industry.
- Terrorist acts in one country can substantially affect the economies of other nations.

For example: May impact global supply chains and cause things such as higher transportation costs that which often have a negative effect on emerging economies.

Students will know:

- The United Nations definition of terrorism.
- Definition of "fundamentalism" and how the modern connotation differs from its historical use.
- Meaning of jihad and the Islamic principles and laws that are relevant to military activity.
- Factors that influence terrorist acts and the pressing problems facing nations that have faced a breakdown of authority in the last two decades of the 20th century and the first decades of the 21st century.
- Various methods nations use to protect their citizens from terrorist acts.
- The importance of international cooperation and multinational organizations in attempting to solve global issues.